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ABSTRACT

An evaluation for 1978-79 was conducted of EUREKA, a career information system in California. Personal visits were made to sixteen EUREKA sites throughout the state, acccunting for over 75% of the high schools and agencies with active programs. Both the directors of the programs and counselors were interviewed for their reactions. It was found that (1) the information on vocational programs is considered accurate, complete, and up-to-date; (2) physically handicapped students are able to use the system; (3) no evidence of sexism or minority prejudice exists in the information files; (4) staff training by audiovisual presentations is extremely well-received; and (5) the user evaluation form provides sufficient feedback. It was not possible to evaluate either the employer information files since they were not being used at these sites or publicity regarding EUREKA since the program was already in operation at these locations. (Reports on each of the sixteen sites are provided giving the comments of the interviewees on technical aspects, student users, the occupational information files, Quest, and other topics such as funding and publicity efforts. A final project report is published separately, as is a handbook for counselors using EUREKA--(see Note.) (ELG)

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EVALUATION OF EUREKA PROJECT

1978 - 1979

California Career Information System

Richmond Unified School District

07-61796-3-8-817

Paul J. Burke, Ed. D.

July 1979

CE022 141

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The information for this report was gathered during the spring of 1979, by personal visits to the various EUREKA sites throughout the state. Over 75% of the high schools and agencies with active programs were visited, and their reactions to the program are detailed here.

In each case, the director of the program was interviewed when available, along with any other persons who dealt directly with the students or clients.

The counselors and others interviewed were most cooperative in rearranging their busy schedules to find time (usually an hour or so) to discuss what they perceived as the strengths and weaknesses of EUREKA. In the pages devoted to each site, the comments are set down without much editorial commentary; in fact, at times what the respondents said did not make much sense in light of what I understand of the program. The remarks are cited anyway and can be discounted as necessary.

In the pages for each site, the following definitions should be noted for the headings:

student refers to each user, whether adults or college students or teenagers.

technical aspects includes items pertaining to the terminal and the phone hookups, if any.

program is divided into the subcategories of Quest, Jobs and Schools.

other includes any items that do not fit conveniently into the other headings.

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TECHNICAL ASPECTS

Although every site has had its occasional problems with down-time, there seem to have been only two or three major breakdowns in service, one of which lasted a month and led to a $400 repair bill (not in the site's budget). The chief complaint was against the computer center at Cal State Northridge, with three persons who use that facility indicating dissatisfaction with the service received. Nothing was said that indicated unhappiness with the EUREKA part of the operation.

Terminals are typically used only during the school day at the high schools that were visited, and during normal business hours at the agencies. The schools usually had not even considered being open in the evening for adult use because staff would not be available (the cold hand of Prop. 13 had frozen out even a consideration of such an extension of service). One place, however, does provide evening use by charging a fee of $5.00 for a half-hour session. This provides the funds to pay a staff member to open the center.

I believe it would be highly desirable to extend this practice of providing evening service for a fee. The amount is nominal, so few persons would object to paying it. The result would be increased awareness of the program among the general public, including the parents and school board members. Publicity could be provided through the media and through the service clubs of the town.

One suggestion that was made by three interviewees was for more flexibility in the program, so that one could get in and out and change direction more easily. Apparently, even when it was possible to do these things, it was difficult for the operator to master the program sufficiently to do it.

I noted that many sites had followed a recommendation made in last year's evaluation, namely to put up a poster showing the step-by-step operation, from Quest, through the jobs and the PREP and college sections, etc. This is especially helpful when the particular terminal used was slightly different from the usual.

STUDENTS

There cnntinues to be the same great variance noted last year in the amount of time persons spent at the machine. In some cases it was as little as 20 minutes, but others ran up to 1½ hours (when a counselor sat at the console with the client and discussed the information as it came out). This does not count the deaf students in Palo Alto's Cubberly High School, who each spent 2 to 2½ hours with an adult volunteer at the machine.

In general, it was believed that there was less misunderstanding and confusion now than last year in the use of the program, because of the improved version of Quest. The revision eliminated many of the items that had caused trouble, and sharpened the discrimination factors to pinpoint better the user's areas of interest and strength.

There are still some centers (about 25%) that make poor use of the program by not providing preliminary and follow-up activities. This is the same folly perpetrated by those teachers who walk into class and show a film without preparing the class for what is to come or following it with a carefully thought-out discussion. The effectiveness of EUREKA can be greatly enhanced if the Quest booklet is gone over beforehand, either individually or in a group session. Even more important is a mechanism by which the counselor can make some input at some point after the print-out is obtained, even if it is a week or two later (perhaps after the student has talked with his/her parents about it). An ideal situation might be a three-way conference, with parent/student/counselor getting together to discuss the printout and its implications.

Too many centers are still relying on only two sources of students--teachers' class assignments (career ed, English essays on jobs, business courses), and word-of-mouth recommendation. A few are more imaginative, and arrange special presentations: ads in the school paper, demonstrations at PTA, Rotary and other meetings, Careed Nights and Career Weeks, etc. It might be worthwhile for EUREKA staff to put together a collection of these and send it out to all centers, to show them some of the public relations techniques they might use to stir up interest.

In the long run, this is tax money being spent on the program. Public acceptance, therefore, is one way of making sure that EUREKA is not regarded as one of the frills to be eliminated as soon as money gets tight. It is especially important to impress the board of education and the businessmen of the community since they frequently make the ultimate decision.

QUEST

The improvement noted by the interviewees in the Quest program was dramatic. Last year nearly everyone mentioned one or more areas of confusion in the questions asked, with students misunderstanding what was meant by low ability in math, etc. This year there were few comments of that sort. Not only are the new questions more precise and discriminating (in the good sense), but the standardization of the responses to follow the same pattern throughout makes it easier for the student to follow and respond appropriately.

Two or three persons indicated that it should be made easier to access subdivisions of the program, such as the community colleges of a particular county. Since students normally want to attend such colleges in their own area, this makes sense.

The earlier recommendation, that a chart or schematic diagram be included in the Quest booklet, to show the steps in progressing through the program, is a good one. It is related to the notion of the poster at the machine site, showing the same information. The visually-minded would profit from this way of stating the gestalt.

People continue to single out the WHY NOT feature as one of the most valuable. A particularly striking use of this item is made at Henry Gunn High School, in Palo Alto, in the questionnaire they use along with the Quest booklet. It asks if "your three choices of occupation were listed in the read-out". If not, type in WHY NOT for the one you were most interested in. It then instructs the student to write down the reasons given by the print-out. The kicker is: "Are the reasons valid enough for you to reconsider your choice of occupations?" This is using the program the way it should be used--forcing the student to think about the information and analyze its significance to him.

OCCUPATIONS

The information about jobs continues to be rated very highly. In fact, there were fewer instances this year of interviewees complaining that they could not find this or that occupation in the list. Furthermore, the feedback on the accuracy of the data was complimentary last year; this year it is even more so. Both the statements of requirements and the salary information and job availability were rated highly. The ultimate accolade was given at one school by the guest speakers at a Career Week, each of whom was asked to sit at the machine and go through the program for his or her own occupation (lawyer, accountant, engineer, etc.) Their praise was unanimous, which is indeed unusual, since people's opinions about their own jobs are usually very strong.

One category of comment that persists is a request for more entry level and semi-skilled jobs. There seem to be plenty of the kind of jobs that require community or senior college degrees, but not enough below that level. The introduction of the ROP programs is certainly a step in the direction of remedying this lack, but those jobs were accessed so late in June that the persons I interviewed were not yet aware of them.

In that same direction is the frequent request for the inclusion of trade schools. This might include such outfits as Anthony's chain of real estate schools, the various cosmetology "colleges" which really provide only basic training for beauty parlor operators, truck-driving schools, etc. These proprietary schools pose special problems for EUREKA, of course, since some of them are fly-by-night outfits and make promises they are not able to keep (availability of jobs in the field upon graduation). While the state licenses these organizations, there is no mechanism for policing them effectively on a regular basis. The number of state inspectors is far too small for such a mammoth task.

It might, however, be possible to establish certain criteria by which these educational programs could be evaluated for inclusion in EUREKA (length of time in existence, amount of capitalization of the enterprise, a clear record with the State Department of Education and the Better Business Bureau, etc.). Such specific criteria would also

be a defense against attack by those outfits that are excluded. Because these are for-profit organizations, omission hits them in the pocketbook and could even lead to a lawsuit.

Another category of interest is apprenticeships. Admittedly, this is a tough one in many fields because of the closed nature of some union programs (if your father was not a member of the union...). Despite this, however, there are some trades in which outsiders can qualify for admission. Perhaps a paragraph could be written about apprenticeships in general, rather than just keyed to a particular trade, spelling out the nature of the problems likely to be encountered by the applicant. A source of information about this would be the Joint Union Apprenticeship Board in Los Angeles (there may be similar units in San Francisco).

Those who knew about the VISIT file were enthusiastic about its possibilities, although they recognize the problems inherent in establishing it and keeping it current. One person admitted frankly that they would be a bit reluctant to contribute their own list of Career Advisory Panel members because those people would then be swamped with more persons wanting interviews with them. The school would prefer to keep the list for its own use.

The need for the VISIT file to be established on a highly localized basis was stressed by several interviewees. The Berkeley students, for example, would not make use of the Contra Costa County file, already in operation, except in an occasional instance, although the distance is not great (about a half-hour ride in most cases). The only visits they would be likely to make readily would be in Berkeley itself or in contiguous Oakland or Albany.

Likewise, the reception accorded to the idea of an EMPLOYER file, which I described to several persons, was enthusiastic, although the difficulties were readily recognized. Such a file would be only as good as its recency. Even quarterly updates might not be enough.

Both VISIT and EMPLOYER files might profit by support from those community groups that are comprised chiefly of local businessmen and professionals (Rotary, Kiwanis, Lions, etc.). These people are usually quite civic-minded and generous in both time and money for worthwhile community projects.

EDUCATION

This year there were many fewer comments about this college or that not being represented in the lists. This is at least partly due to the more thorough knowledge the interviewees have acquired from use of the program--they now are not surprised to find some prestigious Eastern college not represented.

The suggestion has been made, however, that a survey should be untertaken of the colleges that California high school graduates apply to (as well as those they actually attend).. This should be relatively easy to develop by canvassing the Guidance Directors of the high schools, since they send out the transcripts and letters of recommendation. This list would constitute a fine guide to the colleges that should be included, just running down from the top and using as many as there is room and money to use.

I note that engineering is broken down by subdivision in the occupations area of the Quest booklet (chemical, civil, etc.), but all enginnering is lumped together in the colleges section. This tends to produce an interminable list when the student asks the computer for those colleges that have engineering programs. While it is true that big universities have several subspecializations of this field, at least some of the colleges that have only two or three of them would be eliminated.

The same kind of distinction might be made in several other areas--psychology is one that comes to mind: social, behavioral, clinical, educational are just some of the possibilities.

One point that was mentioned rather wistfully by several interviewees was the students' requests for <u>comparisons</u> or <u>evaluations</u> of various colleges--"What's it really like at Oregon State?", "Is Stanford better than Harvard if I want to be a surgeon?" The counselors recognize that this is impossible for EUREKA to undertake, but they say that is what the students really want instead of all the factual information.

I think it would be well for the program to face the issue squarely instead of just ignoring it. When users first ask for college information, the print-out might include a paragraph somewhat like this:

"This program will give you factual information about educational institutions, but evaluations and personal impressions cannot be included. It is best to seek these from your counselor and from alumni of the institutions you are considering. Most colleges will send you the names of alumni in your neighborhood who will be happy to talk with you."

In the case of four-year college programs, or even more so in the longer professional programs such as medicine and law, it would be desirable to have the PREP print-out contain a list of related occupations that require less training. Thus, lawyer might include a reference to legal assistant, legal secretary, parole officer. Elementary school teacher might refer to child care worker.

OTHER RECOMMENDATIONS

The newsletter Prospects was a fine publication to give items of interest about EUREKA. I think it might include a column of suggestions for improved use of the program. One or two of these are mentioned in this report, such as the necessity for follow-up after the student has received his print-out, or the way to generate favorable public relations for the program (newspapers are usually glad to present stories about such interesting applications of computer technology), or the way to use the local booster organizations in support of the program and in the development of a VISIT file. It might even be possible to induce some of the computer-technology companies (especially in the Silicon Valley area) to provide financial support for EUREKA if it is threatened by budget-cutting boards of education. In fact, this might even be a source of financial support for the central staff of EUREKA now that state funding has dried up.

Another recommendation that might be called to the attention of the various centers is the idea of charging a modest fee for adult users of the program during evening hours. Such increased use results in a lower unit cost per user.

I wish to recommend again that every print-out end with a statement that would push the user toward other resources, something like this:

"Well, that concludes this session with your QUEST reporter, but there are many other sources of information that you should consider. For example, the career center has pamphlets on many jobs and schools and colleges. Counselors are available to discuss with you what the printout says. There are people in the community in the field of work you are considering, or alumni of the college you are thinking of attending, who would be happy to talk with you about their jobs or the college they attended. Why not give some of these resources a try soon?"

A FINAL WORD

Lest the specific references to problems or shortcomings be distorted by the amount of space they take up in this report, let me stress that the EUREKA system receives the enthusiastic endorsement of practically everyone I interviewed. Only two persons out of some 30 interviewees expressed even mild reservations about the program (and neither of those persons was using the program to optimum effect).

It is rare indeed that any educational project receives as much praise and as little criticism as this one does. The warts are stressed here because that is one of the functions of the evaluator or the inspector general--to run a white-glove inspection on the operation. The amount of dust turned up has certainly been minimal. I must congratulate Leigh Robinson, Jim Stubblefield and all their colleagues for the remarkable job they have done in establishing and developing the EUREKA project.

Paul J. Burke

Paul J. Burke, Third-party Evaluator
July 20, 1979

ACHIEVEMENT OF OBJECTIVES

One of the concerns has been whether the program has succeeded in achieving the objectives it laid out for itself at the beginning of the funding year. Herewith a commentary on those goals.

I. Vocational program information

As noted throughout, this objective is being achieved to a superlative degree. There was great satisfaction with this aspect, with the information considered to be accurate, complete and up-to-date.

II. EMPLOYER file

Not yet in operation at the sites visited.

III. VISIT file

In operation only in one of the areas visited (Contra Costa County). There it is very well thought of. The other areas all expressed great interest in having such a resource. Several are ready to go to work on contributing to the list.

IV. Use of the system by special groups

The only site that had a large number of handicapped persons using the program was Cubberly High School in Palo Alto, where there is a center for deaf children from the northern half of the county. It has worked very well there, with volunteers sitting at the terminals with the deaf children for 2 to 2½ hours apiece.

No one found any evidence of sexism or minority prejudice in the wording of any of the information.

The only adverse comment might be the call for more entry-level jobs since these would be sought more by minority or "disadvantaged" persons. This has already been considerably improved by the addition of the ROP program jobs and other semi-skilled occupations.

V. Publicity regarding EUREKA

Since visits were made only to sites where the program is already in operation, it was not possible to evaluate how well this objective is being achieved..

VI. Further work with present sites

The several sites that had witnessed the sound-filmstrip presentation were lavish in praise of it. In faxt, they wanted to purchase it for continued use with their students. There have been many workshops and demonstrations conducted throughout the state to develop interest and acceptance of the program among counselors and teachers.

VII. Evaluation reports

The User Evaluation Form seems to be working well in providing feedback to the system, and the results of the survey are being used to improve the system.

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(alphabetically by city)

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Location	Interviewees
Comprehensive Rehabilitation Center Arcadia, CA	Debbie Phillipson Larry Remlinger

Technical Aspects

Have been using the program only four months, with two terminals and two phone lines.

Have had a lot of trouble, with both lines out of service at times. When they have called, an answering service answers but no one calls back.

Despite all the problems, they are basically quite satisfied, and are planning to get a third terminal for another center that they operate. Their actual use is very small--from two to five persons per week per line.

Students (clients)

Debbie works with the students differently from the procedure at most school sites; after 15 minutes working through the Quest booklet, she sits with the client as he uses the machine, adding information and providing what she calls "reality counseling."

Had some difficulty with the physical activity item (# 16). When the MED button is pushed, the machine still lists jobs that require more than 25 lbs. lifting. The LIGHT button gave out jobs as loading and yard operator; this might be technically correct since the person might usually be operating a forklift or other device, but in actual practice there is almost always physical lifting required too (perhaps not in a strong union shop setting).

They want much more job information on entry level and semi-skilled occupations (up to one year training).

Since the Center is only for those who have been injured in industrial jobs and needing retraining for new jobs, it makes little use of the formal educational information.

Program

Jobs: The information in EUREKA is more general than they get by calling the prospective employers directly. Of course, they are dealing with very small numbers of clients, so there is time and money to do that kind of research.

The salary information is considered to be accurate.

Other

One value of the program is that it helps the clients to accept the limits of their job potential. They are sometimes unwilling to accept such information from the counselors, but when the machine tells them, it seems to have more authority.

They use the program to ignite people (Debbie's word)--get them to be realistic or to find some kind of job to cling too (some are hopeless when they first come to the Center.

It was a surprise to me to learn that this Center is a private enterprise, funded by workmen's compensation and insurance company payments.

Location

Berkeley High School
Berkeley

Interviewee

Bob Tryon

Technical Aspects

The system has been down only occasionally, perhaps two or three times per semester, for one day at a time.
It operates 8 to 4, with most use from 9 to 3.
Since adult classes are held mostly in other school centers, there has been no serious thought about making the system available for adults, but they will explore the possibility. I mentioned that one center is charging adults $5 per use and Tryon was interested in that idea.
There is a considerable staff for this school: Tryon plus a secretary, two student aides from the Work Experience program, and two career specialists from the YEP.

Students

The YEP's need more help than other students because most of them are very poor readers.
They reach about 60% of the students now. It is a good thing this is available, since the student/counselor ratio is now 350/1.
The program is used in conjunction with Social Living classes taken by the tenth graders. In a pilot program, one business teacher used the cassette slide program and it worked very well. There is also an eighth-grade class working up a science project, which will use Quest sheets for half the students and none for the control group.

Program

Jobs:

The job descriptions are very good. When guest speakers have come in to speak to Career Ed groups, they have been asked to run through the jobs in their specialties, and they have all been affirmative in their reactions, both in accuracy and in recency of data.
Some students want training programs not offered by the community colleges or which take too long there: business colleges, data processing, beauty schools, real estate. Also the apprenticeship programs for such fields as carpentry, building trades, electricity, roofing.
The Contra Costa County VISIT file is not useful to the Berkeley students, although the distance is not great. It needs to be for the immediate area (Berkeley, Oakland).
The flight attendant job talks more about pilot training.
For such entries as cabinet-maker, for which there is no program of study, there should be a cross reference to a broader category, such as carpentry.
Social service aides are listed under the wrong #, 8428, not 8438.
There should be a separate description for some jobs, such as legal secretary or medical secretary, since the requirements are quite different from those of the simple category <u>secretary</u>.

Berkeley High School, continued

Program (continued)

Quest: There are still some misunderstandings (about 10%), despite the improvements in the new format. The standardization of the coding helped with this.
About 20% of the students still need help in getting over to the information file after finishing the Quest section.
More use the DESC and PREP files than the college file.

Other

Most of the terminal money comes from YEP funding. Prop. 13 may affect them, but Tryon believes it will be kept anyway because the superintendent of schools approves of the program.

Location	Interviewees
Chowchilla High School Chowchilla	Allan Hatch Kay Murphy

Technical Aspects

Had a lot of trouble with CETA funding (apparently some person at the state level opposed it, but he is now gone). They were not approved until May, but they are now OK until October. They had run the program last summer also, under a previous grant.
System is used 8 a.m. to 4:30. Evening use can be arranged, and it is open to adults but not many have come in.
They have had no trouble with the machine to speak of. Small problems have been handled very promptly.

Students

This summer will be running the program for working students. Plans to advertise in the local paper, especially to get the freshmen to come in, and may try to get some adults too.
The best part of the program is that it reaches those on both ends of the spectrum--the four-year college people and those on the lower end of the job scale. It motivates some of them to start studying.
The students frequently discuss the printouts with their parents.
The program apparently does not lead to more reading of career books because the information obtained is complete enough and is more up-to-date than the booklets.
Some are directed to lesser occupations and more realistic goal-setting.
Kay runs the machine for the students--they think it is faster and prevents malfunctions. Kay reads the printout with the student. Little time has been spent after the use of the program, but it is expected that they will do this next year or during the summer. (The man from Madera told me he has argued with Hatch about not letting the students use the machine directly but could not convince him.)
They expect to have an Open House for the parents in the fall, to stimulate interest.
Have had three mentally retarded students go through the program (out of 10). They all wanted food service occupations, and there is an ROP Program in that field.

Program

Jobs: Need more trade schools, such as welding, refrigeration. Not many want apprenticeship programs (impression given was that unions are not strong in that area).
Why Not is a great feature.

Schools: Some college numbers were changed and they were not notified.
One cannot dial directly to the specific college program one wants, but has to wait until the whole list is printed out.
Not found: Air Force Academy (although it was listed, it was not available in the print-out).

Other

Have had only the original demonstration. Would like to use the filmstrip for Career Week early in the fall.
Have seen no evidence of sex or minority discrimination in the program.
They may try to hook into the Madera set-up, to lower their costs.

Location

Jewish Vocational Center
Los Angeles

Interviewee

Howard Nyestein

Technical Aspects

When they started using EUREKA, it was through U. S. C. In an effort to reduce costs, they switched to Cal State Northridge, but were dissatisfied with Northridge's performance, so they have gone back to USC. The Northridge problems were primarily with computer access and quick service. Phone calls for help were not returned.

Students (clients)

Compared to the high schools, places like Jewish Vocational Center make very little use of the machine, often processing only 25 or 30 persons per month.

Nyestein's procedure is to stay with the client while using the machine, adding information and explanations along the way. As a result, it usually takes about an hour per client, and many come back for a second session.

Program

Quest: Nystein thinks that some of the questions are superfluous, or at least seem to make little difference in the result. E. g., no matter whether one punches large or small city, "fallers and buckers" will show up among the outdoor jobs. Also, eyen if the client has specified L.A. as the place he wants to work, the program will still ask "What area?"

Jobs: Has not found either ROP or CETA jobs among the listings.
Wants more specifics on apprenticeships--what's available, how to enter, etc.
Would welcome a VISIT file; at present they have their own Career Advisory Panel. He recommends that, not only individual advisers be included, but locations for general advisement, such as the National Association of Social Workers or the Joint Apprenticeship Union Board.
Nyestein thinks the training requirements for jobs are very good, but that the salaries are a bit low, perhaps because the information is not updated often enough (I told him the frequency).
Believes there should be more entries in the health specialties, such as inhalation therapist and operating room technician. Also, more varieties of administrators, between the clerical level and the top administrators.

Schools: The community college lists should be broken down by county, since clients usually do not want to go out of the area for such education. This would make sense, at least for training that is obtainable at practically all the sites. It is true that the list can be cut off at any point, but it would be better to be able to access directly to a particular county.
Thinks that Hebrew Union College and the University of Judaism should be listed.
Also the private technical schools should be included,

such as the Bryman Schools for health technology, or the Control Data Institute. These are about six month programs, of the type that is much sought after as an alternative to the two-year community college programs.

Other

Believes that most of the comments they made last year are still valid (see my report of last July).

Location

Madera High School
Madera, CA

Interviewee

Don McGregor, head counselor

Technical Aspects

CETA was to provide the funding of this center, and it was postponed repeatedly. It was not actually started until May 25, although it had been used last summer, and was started up in September but CETA cut off funding.

There were no technical problems to speak of. They find the Burroughs unit too noisy. They have had no workshops or demonstrations, although they did go to one in Visalia.

Students

Started with the vocational students, working down from the seniors.
Processed about 60-70 seniors plus about 15 walk-ins.
Student does Quest on paper and then goes on machine.
Will also use the program with the Continuation H. S. students.
Handicapped students come in only with the occupational group, and are too small a number to be significant.
Expects to use jr. and sr. students as aides next year.
Counselors will be available right after the student has used the program.
Expects to use the program for 7th and 8th graders by batching, and possibly may use batching for ninth graders as well.

Program

Schools: College course information not specific enough (apparently wants a breakdown of what kinds of courses an accounting major would take, etc.!).

Jobs: Information is good and complete enough.

Other

Since some 80% of their students are vocational, the EUREKA program is invaluable--no counselor could keep up with all the information needed about the jobs and maintain it in up-to-date fashion.

Location

Millbrae High School, Millbrae
& Capuchino High School, Millbrae

Interviewees

John Buckham
Dottie Davenport
Carl Lewder (Capuchino H S)

Technical Aspects

Fine operation; very little downtime.

Used all day. Occasional evening use, for students, parents and general community, at no charge.

Students

Dottie works with the students right at the machine, generally spending about five minutes with each.
About 10% of the students come back a second time or more often.

Program

Quest: The new Quest is much better than last year's version.
Students do a written check-off from Quest before going to the machine.
There is no planned follow-up but about two-thirds of the students stop at Dottie's desk afterwards to ask a question.

Jobs: Increased number of jobs very helpful, especially the semi-skilled and technician level entries. The more of this kind of jobs that can be included, the better
Would like to have more on film-making. Also did not find specific information about special education teacher.
Not clear how a person gets into apprenticeship programs. This should be spelled out in detail.
There should be more mention of lower-level jobs when giving the details of higher level jobs. Thus, the entry for attorney could mention paralegal and legal secretary positions for those who decide they are not willing to undertake the long course of study required. Likewise, veterinarian might refer to zookeeper, animal hospital attendant, etc.
The original Oregon emphasis on lumber-industry jobs is out of place here. It seems as though everyone who indicates they would like to work out-of-doors is referred to "fallers and buckers" as a job opportunity (this reminds me of the World War II tendency to refer all infantrymen to jobs as seal hunters).
Apparently indoor and outdoor jobs include some criteria that are misleading. The person who checks outdoor work is not referred to truck-driving or airline piloting, since they are considered to be working "indoors". This may be technically correct but is probably misleading to the ordinary reader.
Neither a VISIT or an EMPLOYER file is operative, but both would be highly desirable. The VISIT file would be preferred, and the development of one is on their agenda.

Other

Marilyn Maze visited frequently during the year--she was "delightful and useful." Provided in-service for the teachers from all over the district (sponsored by Voc.Ed. Dept.). This changed teacher attitudes, so it was not seen as "taking the kids out of class," but "this is good and will help the kids."

Millbrae High School, continued

As a result of seeing the two sound-filmstrips during Marilyn's presentations, Buckham has ordered copies for the school to use regularly.

The Career Planning Inventory prepared in San Diego has been used with great success. It provides an excellent print-out and keys into many of the EUREKA job entries. Santa Clara and San Mateo Counties are using this system jointly.

They see great potential for the handicapped children in the Quest program, although it needs verbal input with the counselor for the mentally retarded children, who are usually reading at 2d or 3d grade level. Dottie talks over things with the Special Education teachers, then the teacher sends an aide down with the student to work through the program. This includes reading the program output to the student.

They have found the EUREKA staff to be completely responsive to requests and suggestions.

Location

Cubberly High School
Palo Alto

Interviewees

Ralph Smith
Marge Johnson

Technical Aspects

Had computer problems last year but there has been little trouble this year. In fact, made only one call to EUREKA. Find that the EUREKA people are most helpful and cooperative.
It is hard to stop the program by hitting the RETURN button.
Program is available from 8 to 3:30. No adult use in the evening has been requested.

Students

Available to 9-12 grades, but most use is made by juniors and seniors.
Counselors called in all the sophomores and juniors, two classes at a time, and used video to go through the Quest program.

Program

Jobs: The information is kept current in every respect.

Schools: First major use of the program by handicapped students: Cubberly H S has a hard-of-hearing center for the whole northern part of the county. All have used EUREKA, two to three hours apiece (aided by volunteers).
About half the students do not even use Quest, but go directly to what they want (specific job or college).

Other

They had the JOBBO program also, but have dropped it.
There has been much favorable feedback from parents. The system works beautifully from the counselors' point of view, because the kids take the printout home and discuss it.
Suggested that, while there should be proprietary schools included, the definition of the term would have to be carefully drawn, and some guidelines specified to keep out the gyps and fly-by-nights. Perhaps a requirement that the school have been in existence for some period of time before inclusion would help.

Location	Interviewees
Gunn High School Palo Alto	Evelyn Donaldson Lucille Goodlive Amber Henninger

Technical Aspects

They had one major equipment problem, which caused the system to be out for about 18 days. It cost them about $400 to have the repair made (lost the power board). There were no funds set aside for this kind of contingency so it was necessary to get special funds. They recommend that every budget should include a service contract. They would like to have it included in the original EUREKA contracts, but it would have to be worded in such a way that it would not jeopardize Voc. Ed. funding. If this were done, the service contract would not have to be justified separately.

They now spend about 20-30 minutes each on Quest, with a total of 75 minutes altogether. This slow pace is partly due to the 30 wpm print-out.

Students

The whole ninth-grade class used the program after introduction to it in group guidance classes.

The seniors are making heavy use of the college section, sometimes working backward, from the college to the Quest program.

Found the slide show to be phenomenal. Used it with the freshmen and found that they didn't have to ask questions when using the program. They want to buy copies of the filmstrips.

Program

Jobs: Users can't believe some of the beginning salaries. Recommend more of a salary range.

Want information on other computer science jobs besides the ones now in (such as programmer and systems analyst).

Want word processor included; this is different from secretary.

No VISIT information. They have an Exploratory Experience Program which serves that function.

Could use more cross references. E.g., looked under stock broker but should have been referred to investment counselor and security analyst.

Other

Program is exciting; they are delighted with EUREKA.

The work experience program has an assignment sheet which includes heavy stress on use of EUREKA. The accompanying Guideline and Program sheets serve as a fine introduction to the use of the machine. I particularly liked items II-C and II-D, referring the student to the "WHY NOT" feature, and then leading the student to ponder the answer by asking him "Are the reasons valid enough for you to reconsider your choice of occupations?"

Location

Palo Alto High School
Palo Alto

Interviewees

Bob Leon
Donna Weaver

Technical Aspects

During the first year of operation, they had a great deal of trouble, but this year the disruption was negligible.

Students

The program is announced through the teachers at the start of the year.
They gave seniors and juniors first choice of appointments, but any grade could come in. They are just starting (April 2) a cycle for ninth graders.
There is no formal career education program, except for 150 Work Experience students (mostly 11th and 12th graders).
The office is staffed by volunteers.
The students can also use the JOBBO program, which they seem to regard as a sort of game.
Had only one handicapped student--an asthmatic who also has a speech problem. She wants to go to De Anza for a program for physically or occupationally handicapped aide work..

Program

Quest: Little trouble encountered by the students. The new version is easier to understand, more comprehensive, more discriminating.

Jobs: The preparation cited for flight attendant is not appropriate. Someone else commented on this--that it spoke more of pilot training.
Tells too much about jobs. It is difficult to cut off the machine when one wants to go on to something else.
VISIT program would be useful but they have their own Extended Resource Center with an extensive list of people. It was suggested that those who have such lists might be reluctant to share them with EUREKA lest the resource people be overwhelmed by more visitors than at present from the home school.

Schools: More colleges should be included, such as U. of Colorado, more of the Ivy League & Seven Sisters type. Suggested that a survey be made of where California students actually go, out of state, and just work down the list as far as possible.

Location

Pinole Valley High School
Pinole

Interviewee

Charles Perrone

Technical Aspects

Didn't get started until November and then had trouble with the terminal several times a month. Also with the connection to Richmond.
Used a teacher aide every period, from the Computer Training class, to work with each student.

Students

Each student spent about 30 minutes on the program.
There was more use of career books as a result of EUREKA, especially among the seniors.
Some students did change their choices, and PREP made them aware of the problems involved in their career options.
There was a Career Ed project in the English classes that tied in with the use of EUREKA. After that, the AP classes were called in, and then the honors classes.
About 400 students used the program (up to June 6), out of a student body of 2100.
In the Pilot Project, the student was required to take the print-out to the teacher. Student was urged to turn in the print-out later, so that it could be kept on file for future reference.
Parent conferences were recommended.
Perhaps 15% used the program more than once.

Program

Quest: The screening points are not fine enough, so that students get too many jobs in their print-outs, practically all getting 60-70.
As a result of experience this year, will probably eliminate freshmen from use of the program next year.
Would like to have the 100 most-sought-after jobs listed.

Jobs: The job lists are generally all right; they are complete and up-to-date.

Schools: The college list is satisfactory; no changes to suggest.

Other

Thinks EUREKA is fantastic. The teachers and counselors all approve of the program.
They had one workshop at Richmond H. S. for all the teachers in the Pilot Project.
They would love to have the Employer file. Carol Johnson gave Perrone a print-out of a VISIT file but he does not think it is in the program.

Location	Interviewee
Richmond CETA Richmond	Robert Gow

Technical Aspects

Machine in use 8 a.m. to 5 p.m., Monday through Friday, with no evening use.

Downtime has been moderate in frequency but outages have been rather long--computer down occasionnally from one to three days at a time.

Students

Since October, 249 clients have used the system. It is expected that there will be heavy use during the summer, with 500 teen-agers from the summer youth program using EUREKA.

The users seem to understand Quest very well. This may also be due to the unusual arrangement that is used. Gow sits with each client using the machine, telling them what to do to get the information they want (YES, NO, etc.). In fact, he operates the RETURN key so that it is a cooperative process.
After the print-out is finished, Gow spends about ten minutes going over it with the person, underlining salient points, etc.
Most users (chiefly school dropouts) spent 20-25 minutes at the machine.

Program

Jobs: Job information is so good and up-to-date, it has virtually supplanted the Occupationnal Handbook as far as Gow is concerned.
Persons obtain a more realistic look at the job market.
The related occupational information is good.
The references to the ROP programs are OK.
An increase in the number of entry-level jobs would be useful for the particular clientele served at the CETA Center, since they are mostly school drop-outs.

Other

Gow believes the Employer file would be a good idea but difficult to keep up to date.

He discerned a high level of anxiety among the counselors (some of them) at the Burlingame conference. (The only other indication of this in my experience occurred last year when one person told me some San Francisco union members were leery about job layoffs of counselors; this was denied by others.)

Gow is very enthusiastic about the program for his clients. He expects to be refunded for another year. He recommended the use of EUREKA in large private companies to redirect those persons being discharged, either entirely or being transferred from one job to another within the company.

Location

Harry Ells High School
Richmond

Interviewees

Robert Dycus, vice-principal
Sasha Ennik, Social Studies teacher
Susan Caruso, teacher of handicapped

Technical Aspects

Have been on-line for two years. During the first year, there were quite a few technical problems. This year the downtime has been minimal.

There has been no night use of the machine, just the school day. Apparently no thought has been given to extended usage.

Students

Chief program has been through the 9th grade World History course, which has an occupations unit. It was intended that all five classes would use EUREKA, but only three of the five teachers accomplished this.

The career unit lasts six weeks, and two or three students per day are sent down to the machine (after Quest has been distributed and filled out in class).

Students in English classes sometimes write about jobs (mostly the female students in business education courses), and these may also use the program for information.

A secretary is present in the mornings to help students use the machine, but often there is no one available in the afternoon so it is not used. They find that frequent help is needed by students working through the program.

Ms. Ennik believes the program stimulates discussion; some students who would not discuss their secret thoughts and hopes will talk about the specific information in their print-outs.

A new one-term course called Jobs will be used next year; this may lead to more use of the program.

The over-all impression I came away with is that there is no one person who is really pushing the use of EUREKA. Mr. Dycus set it up through the World History course (an odd place for an occupations unit?), and left it up to the five teachers. Only three worked it through. I believe the counselors of the school should have been involved more directly in the establishment and maintenance of the program. The laissez-faire approach does not work effectively.

Program

Jobs: Information is much more up-to-date than the printed matter available on occupations.

Other

Counselors were involved only after the fact. That is, after the students had gone through the program, they were urged to go to their counselors to discuss the results. It would be better to have the counselors in at the beginning; in fact, as instigators of the program.

Visited Ms. Susan Caruso, who works with the orthopedically handicapped. She knew little about EUREKA and did not see it as a benefit to the severely handicapped children she deals with.

Location

Woodrow Wilson High School
San Francisco

Interviewee

Judy Sokol

Technical Aspects

Since eight terminals are available, the center serves not only Woodrow Wilson High School , but serves other high schools as well, by phone, with special use being made by McAteer H. S.

There have been occasional breakdowns, but no major problems.

Students

Chief use is made through organized programs connected with specific courses: the 9th grade skills class, the business skills course, the opportunity classes, the home economics class.

Other use is chiefly by drop-in and student-to-student recommendation.

Program

Quest: The new format is a considerable improvement, although more simplification had been expected. Believes that the responses offered are not yet simple enough.

Jobs: The information on union apprenticeships is good. Would like to have trade schools included.
There is no VISIT file for San Francisco now and no time to develop one, but it would be a very desirable feature to have.

Schools: Information and breadth of coverage is satisfactory now.

Other

During the year there was one demonstration and one workshop. The workshop was provided as part of a broad session on career education for the counselors and it was well done. The counselors approve of EUREKA. This is particularly significant because last year I had heard from one person that there were some union members of the counseling staff who were worried that EUREKA might lead to layoffs because the machines would do part of the guidance work.

Although the "opportunity classes" use the program, there was no knowledge of any special offerings for the handicapped. In any case, McAteer High School gets most of the S. F. handicapped students, add any use they make of the program would be through telephone hookups.

Not only was no sexism noted, Ms. Sokol thinks the program is so free of it that she uses it as a model in pointing out to the students how things should be stated: flight attendant for stewardess, etc.

Location

San Marino High School

Interviewee

Sally Cholko, Director of Career Ed. and Work Experience programs

Technical Aspects

Had problems with the Decwriter for the first three months of this year, but have had no big difficulties since December.

Have had one unfortunate incident: apparently a new tape was put out and Cholko was not notified and someone forgot to put in the ACCESS code. She was trying to give a demonstration to the Santa Anita Industry Education Council to impress them with the merits of the program and then couldn't get it to work.

Costs have been much higher than anticipated, for phone lines and computer time, so there is a possibility that funding might not be avail- to continue EUREKA for next year.

Cholko has heard that JPL is exploring the possibility of using EUREKA, through the Cal Tech computer. If this were to happen, it is hoped that San Marino H S would be able to time-share with JPL and save a considerable amount of money.

Students

Has a well-organized system, using student aides and parent volunteers to help with the use of the machine.

Most of the clients are Work Experience students. Cholko puts ads in the student newspapers, and most of the counselors refer students.

Cholko has given demonstrations to the PTA, Rotary and other groups.

Some teachers do a career unit, especially the English and Business Ed. classes.

About 50% of the users come back for a second session.

Sally urges the students to take the printouts home to their parents. Some parents have come in to get information for their children who have already graduated.

Program

Quest: At the first visit, the student is given an appointment and a pass to be signed by the teacher. Then they can get the Quest booklet and an answer sheet to be filled in.
After completing the sheet, the student must have it checked by Sally Cholko, to see if the responses make sense. She says this prevents both too-long and too-short job lists. Sometimes, for example, the student will check responses which are contradictory and cancel out practically all jobs.
Her aim is to get each student a manageable list and then use the Why Not feature to discuss other choices.

One problem has been that the student may want to change a Quest answer to include the occupation they want but have to go back to put in the change, but then the list goes on all over again.

Thinks the new Quest is much better: the examples and the organization make it easier for the students to understand.

San Marino High School, cnntinued

Jobs: Would very much like to have a VISIT file and is making preparations to contribute to one. When she did a slidefilm presentation to the Rotarians, with all their various occupations, 90% of them signed up to participate.
This is a highly academic school, with 98% going to college, most of them to four-year colleges. Eureka is very useful to the handful of non-college students because it provides them with ammunition to use on their parents and counselors to avoid getting pressured into college.
Pointed out that banker is not listed among the jobs. I told her that few people are able to go directly into a job as a banker.

Schools: The PREP section is often useful in clarifying the route a student must follow. E. g,, that a drafting course is useful for a girl who wants to be an interior designer.
The school has very few handicapped (a few EH's and ER's, and a few LES's, mostly Oriental), so there has been no opportunity to evaluate the usefulness of the program for the handicapped.
Pasadena City College is not included.

Other

They are investigating the use of GIS. They have looked at SIGI too, which can be accessed through the county system.

The counselors had a short demonstration at the beginning of the year. Two of the four push the program strongly, wanting students to use it before their conferences with students. The other two accept the program but do not push it.

Location	Interviewees
7th Step Foundation Van Nuys	David Solowski Linda Dickey Mark Dietrich

Technical Aspects

Although this center has been using EUREKA for over a year, information about it was scarce because the person who ran the outfit for that whole time just left the Foundation and the people available for interview knew little about it. The little they did know had not given them a very favorable impression, but this seemed to be from lack of knowledge of how to use the program effectively.

Their hookup is to the Northridge computer and this has been a source of trouble. This was the third outfit to give negative reports about the Northridge computer service.

Students (clients)

The program is used chiefly at probation camps and prisons, since that is a chief function of the Foundation. It is one part of a whole procedure: after an initial lecture, the clients fill out Quest. There is only a short time available at these sites, so the Foundation person operated the machine. After the print-out was obtained, the social worker went over the information with the client, and would suggest other alternatives if the job list was too long or too short.

Because of the nature of the client group, there was little use made of the college section, practically all of the attention being given to the jobs.

Program

Jobs: Their impression is that the job information is superficial--since it contains mostly the same information as in the Directory of Occupational Titles. Its chief value is as motivation. This evaluation indicates, first, that they are not aware of how much more up-to-date the EUREKA data are, and second, that much of the value is lost by running the program for the client instead of having him do it for himself.

While they had not heard about the VISIT or Employer files, they agreed these would be valuable when available.

Schools: The data on schools and colleges was judged to be good, but they have relatively little use for it with their clients.

Other

There were practically no handicapped persons among the clients.

No sex bias was noted in any of the material.

Location

Woodland High School
Woodland, CA

Interviewees

John Davis, Adult Ed.
Hal Brown, Counseling
Gary Peterson, Career Ed (p.t.)

Technical Aspects

No technical problems to speak of.
Didn't get started until March 1. It was difficult to get a tie-line because of the phone company's problems.
If scheduling were tighter, as much as 25-30% more use could be arranged.

Students

Most use was by drop-ins, by word-of-mouth recommendation.
Average time on machine: 20-25 minutes.
Career Ed refers students to counselors.
Career Ed clients seem to take out more booklets than the other groups.

Program

Quest: In the DESC section, some need the Area category and others don't.

The three interviewees each have a different procedure:
Brown uses a Quest check sheet (15-30 minutes)
Davis uses a check sheet too, but the person must take it home and complete it, then return to use the machine.
Most of his clients are adults (parents, others), who are required to pay $5 for a half-hour's use. This is the only instance I have found of charging for the program. I mentioned the idea to subsequent program directors and some are considering it for next year, in view of Prop.13.

One person said the wording of some Quest items was confusing, but could not remember a specific example. He said some job recommendations that ensued were unrealistic--like the bright student who received taxi driver as a recommendation.

Schools: The students are not satisfied with the merely factual information about colleges; they want evaluative statements and comparisons. The counselors point out that this is not feasible to offer.

Students ask "What's it really like at ____ State?" Obviously EUREKA cannot answer such a question. It might be feasible to include a brief statement at the beginning of the section print-out to this effect: "This program will give you factual information about educational institutions, but evaluations and personal impressions are not provided. It is best to seek these from your counselor and from alumni of the institutions you are considering. Most colleges will send you the names of alumni in your neighborhood who will be happy to talk with you."

Other

All four counselors, plus the work experience people and the adult education director are enthusiastic about the program and push it with their clients.

They estimate that it is costing them about $5 per user and are concerned about continued funding. I recommended a PR campaign, especially aimed at the Board of Education members (have them use the program), so they will vote to continue the funds.